Summer 2018

English Composition I & II

Tiffani Reardon
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Grants Collection
Kennesaw State University

UNIVERSITY SYSTEM OF GEORGIA

Tiffani Reardon, Patrice Brown, Amelia Lewis, Bridget Doss, and Laura Howard

English Composition I & II

Affordable Learning Georgia

Georgia's Virtual Library GALILEO
An Initiative of the University System of Georgia

Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- Linked Syllabus
  - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- Initial Proposal
  - The initial proposal describes the grant project's aims in detail.
- Final Report
  - The final report describes the outcomes of the project and any lessons learned.

Initial Proposal

Application Details

Manage Application: ALG Textbook Transformation Grants

Award Cycle: Round 9

Internal Submission Deadline: Sunday, April 30, 2017

Application Title: 315

Application ID: #001730

Submitter First Name: Tiffani

Submitter Last Name: Reardon

Submitter Title: Instructional Designer

Submitter Email Address: treardo2@kennesaw.edu

Submitter Phone Number: 470-578-7923

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Tiffani

Applicant Last Name: Reardon

Co-Applicant Name: Patrice Brown, Amelia Lewis, Bridget Doss, Laura Howard

Applicant Email Address: treardo2@kennesaw.edu

Applicant Phone Number: 470-578-7923

Primary Appointment Title: Instructional Designer

Institution Name(s): Kennesaw State University

Submission Date: Monday, May 1, 2017

Proposal Title: 315

Final Semester of Instruction: Spring 2018

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Tiffani Reardon, Instructional Designer, College of Humanities and Social Sciences, treardo2@kennesaw.edu
Patrice Brown, Limited Term Instructor of English, Department of English, pbrown59@kennesaw.edu
Amelia Lewis, Lecturer of English, Department of English, alewi171@kennesaw.edu
Bridget Doss, Interim Assistant Director of Composition and Senior Lecturer of English,

Department of English, bdoss@kennesaw.edu
Laura Howard, Lecturer of English, Department of English, lhowar40@kennesaw.edu

Sponsor, (Name, Title, Department, Institution):

Sheila Smith McCoy, Chair of the Department of English and Professor of English, Department of English
Rochelle Harris, Interim Director of Composition and Senior Lecturer of English, Department of English
Tamara Powell, Director of Distance Education and Professor of English, College of Humanities and Social Sciences Office of Distance Education and Department of English

Course Names, Course Numbers and Semesters Offered:

Composition I – ENGL 1101

Bridget Doss – Fall and Spring, 5 sections a year
Patrice Brown – Fall and Spring, 3 sections a year
Amelia Lewis – Fall, 4 sections a year
Laura Howard – Fall and Spring, 3 sections a year

Composition I – ENGL 1101 (ESL)

Patrice Brown – Fall and Spring 2 sections a year

Composition II – ENGL 1102

Amelia Lewis – Spring and Summer, 5 sections a year
Laura Howard – Fall and Spring, 4 sections a yea

Average Number of Students per Course Section:	26
Number of Course Sections Affected by Implementation in Academic Year:	26
Total Number of Students Affected by Implementation in Academic Year:	676

List the original course materials for students (including title, whether optional or required, & cost for each item):	Patrice Brown – ENGL 1101:Good Reasons with Contemporary Arguments - $109.90A Writer's Reference with Writer's Help - $76.25Patrice Brown – ENGL 1101 (ESL):Good Reasons Researching and Writing Effective Arguments - $78.40Emerging Writers - $14.40A Writer's Reference with Writer's Help - $76.25Bridget Doss – ENGL 1101:The Purposeful Argument with MindTap® - $70.31Amelia Lewis – ENGL 1101:Everything is an Argument - $54.40Emerging Writers - $14.40A Writer's Reference - $76.25 (optional)Laura Howard – ENGL 1101:Everything's an Argument - $76.25Writer's Help - $25 (optional)Amelia Lewis – ENGL 1102:From Inquiry to Academic Writing - $41.90A Writer's Reference - $76.25Laura Howard – ENGL 1102:Everything's an Argument - $76.25Emerging Writers - $14.40
Proposal Categories:	Specific Top 50 Lower Division Courses
Requested Amount of Funding:	30,000
Original per Student Cost:	(in order of course materials listed) $186.15, $169.05, $70.31, $145.05, $101.25, $118.15, $90.65
Post-Proposal Projected Student Cost:	(in order of course materials listed) $14,40, $14.40, $14.40, $14.40, $0, $0, $14.40
Projected Per Student Savings:	(in order of course materials listed) $171.75, $153.65, $55.91, $130.65, $101.25, $118.15, $76.25
Projected Total Annual Student Savings:	(Calculated) $82,360.20

Creation and Hosting Platforms Used ("n/a" if none):

For KSU courses, we will host materials in Desire2Learn; however, we will also host the materials on the college distance education office server, which is open and available to all. We will build a website for it using Adobe Dreamweaver.

Project Goals:

The proposed project involves transforming the two general education composition courses that are required for all students at KSU by adopting open educational resources (OER) to replace the expensive textbooks currently required.

In order to achieve this overarching goal, we intend to accomplish the following objectives:

- Evaluate various OER for composition courses according to departmental and institutional standards
- Select appropriate OER for each of the courses to help students meet course and module goals in accordance with Quality Matters standards
- Adopt those OER and transform the courses to incorporate them
- Develop and incorporate engaging self-assessment activities and games that complement the OER and general composition courses at KSU and other institutions
- Gather all resources adopted and created into a website for sharing with other KSU faculty and faculty outside of KSU
- Propose the addition of our OER solutions to composition courses to the official recommended texts for KSU composition courses
- Encourage faculty at KSU and other institutions to adopt our solution in face-to-face, hybrid, and online courses

As a result of this project, we believe we can increase the student retention, progression, and graduation rates.

Statement of Transformation:

This project will transform the English Department's ENGL 1101: Composition I and ENGL 1102: Composition II courses by replacing the current expensive textbooks with open educational resources, modifying when necessary as allowed by copyright. These resources may include, but are not limited to the following:

- Purdue OWL website (https://owl.english.purdue.edu/owl/)
- GALILEO readings
- Rhetoric and Composition WikiBook (https://en.wikibooks.org/wiki/Rhetoric_and_Composition)
- Emerging Writers ($14.40 at the KSU Bookstore)
- Other selected readings available online

The project will also involve creating universally useful interactive and engaging activities and guest lecture videos that complement the course goals of ENGL 1101 and ENGL 1102. The topics of these activities may include, but are not limited to the following:

- MLA documentation
- Logical fallacies
- Online and library research
- Rhetorical analysis

Primary stakeholders affected by this project are students and faculty. Secondary stakeholders are all departments and colleges at KSU, because all students are required to take

composition courses.

Students all over the university will benefit in different ways. First, by choosing materials that are free and online, students will be more likely to obtain and use them. Second, research shows that reducing the student debt load increases satisfaction and retention, so by using free online materials, students will be more satisfied with the courses and stay enrolled.

According to Affordable Learning Georgia, over the past ten years, textbook prices have increased by 82%, and prices continue to increase by 6% each year. ALG also notes that the average annual cost of course materials per student is $1,298, and the average cost of 1 year of in-state attendance (tuition, fees, and housing) at a 4-year public college is $24,061. Accordingly, about 30% of students do not purchase the required textbook for a course, and 34% of students download textbooks from unauthorized sites (Affordable). In a study done in 2013, 48% of students said that the cost of textbooks influenced their decisions on which and how many classes to take (Perez-Hernandez).

Faculty will also benefit from having access to high quality, peer-evaluated and peer-created teaching materials and resources that can be integrated easily into the LMS. Because the works will be licensed under Creative Commons licenses, those that currently allow for modification will also be allowed under our license. Therefore, instructors who use these resources may modify as they see fit for use in their own classes. This means that faculty will not only gain freedom from the infinite loop of textbook revision cycles, but also power to change their content and materials as necessary.

The resources that our team creates will be designed according to research-based best practices. Every member of the team has been trained in Quality Matters (QM) standards. In fact, because KSU requires that QM standards be met in every online course throughout the university, these materials will be designed with these standards in mind. Faculty that adopt our resources for their composition courses will enjoy the benefit of a running start in meeting QM standards.

ENGL 1101 and ENGL 1102 are required as general education requirements among all students at KSU. On average, KSU offers more than 225 sections of ENGL 1101 per year, and more than 275 sections of ENGL 1102 per year, and these courses always fill, and will be continue to be offered. Our project will affect a small number of these sections each year, but the goal is to use our sections as a pilot program for adding our OER solutions to the list of recommended textbook options for composition courses at KSU, which would increase the use and impact tremendously.

Transformation Action Plan:

Kickoff Training:

At least two members of the development team will attend the required kick-off

training/implementation meeting on June 5, 2017.

Status Reports/Final Report:

The team will submit one status report as required by ALG at the end of summer 2017 semester, fall 2017 semester, and spring 2018 semester (final).

Content Selection:

Each member of the development team will adopt and/or adapt OER and/or materials available through Galileo to replace textbooks currently used in Composition I (ENGL 1101) and/or Composition II (ENGL 1102) online, hybrid, and face-to-face courses. Major tasks to complete in this phase include selecting material to adopt/adapt, identifying new materials that need to be created, and inviting SMEs to create guest lectures.

Content Creation:

Each faculty member will develop the content for at least one new interactive activity useful to composition instructors throughout KSU's English department and elsewhere (e.g. interactive activities related to MLA documentation, identifying logical fallacies, conducting online library research, recognizing rhetorical strategies/tactics, etc.). The instructional designer will then turn this content into interactive activities to incorporate into online, hybrid, and face-to-face composition courses. Interactive activities may include creation of video recordings of guest lecturers.

Implementation:

All team members will teach the transformed ENGL 1101 and/or ENGL 1102 online, hybrid, and/or face-to-face courses during spring semester 2018. At the beginning of this semester, team members will provide each student with a syllabus that lists required course materials (costing no more than $35). As the course progresses, team members will make required OER, interactive activities, and video recordings of guest lecturers easily available to all students.

Publication:

We will put all course materials into accessible formats and publish to the web. The Office of Distance Education will host our online materials, which is part of the KSU College of Humanities and Social Sciences. In addition, we will publish to a D2L section that serves as a resource site for composition faculty.

Evaluation:

We will survey all students enrolled in our transformed courses three times during the spring

semester 2018. Our surveys will ask students to evaluate their learning materials for the following:

- cost effectiveness
- ease of use
- educational value
- engagement
- skill development
- clarity
- currency

We will compile a final report for ALG including impact on student success and experience.

Information Sharing:

The development team will be available to share our experiences adopting, adapting, and creating open, free, and affordable learning materials with ALG and the KSU English department.

Revisions and Updates:

As needed, we will alter and improve our transformed courses, and we will continue to do so as long as we are assigned to teach these courses. We understand that the grant ends in spring 2018, but it is a part of our discipline as well as our teaching strategy to use an iterative process for evaluating our teaching materials and course designs and to revise them in order to improve student outcomes. For this reason, we will continue to evaluate and improve our teaching materials even after the grant ends.

Quantitative & Qualitative Measures: The transformation process can be evaluated according to several metrics:Student textbook/material use rates – the textbooks used in Brown, Doss, Howard, and Lewis's classes range from $70.31 to $186.15; we suspect that a significant number of students would attempt to get by without purchasing the books. We will survey students and determine how many students used the free, online textbook versus to the number who would have purchased the traditional textbooks.Student success and retention rates – Given the research data that supports the role of OER improving student retention and success, we suspect that we will see an increase in student success and retention in the course with OER. The faculty will keep a record of average grades and drop/fail/withdrawal rates in their fall 2017 courses for baselines to compare to data from the spring 2018 offerings that will use the OER.Student satisfaction – the team will seek IRB approval to survey students regarding elements of student satisfaction with the current textbooks and the OER (in their respective semesters), with regards to ease of use, accessibility, and helpfulness with regard to achieving learning objectives. The survey will also seek qualitative student feedback and suggestions for improvement

Timeline:

June 5, 2017:

Two team members will attend the kick-off meeting in Macon.
Reardon will start developing textbook satisfaction surveys for students.
Brown, Doss, Howard, and Lewis will start evaluating OER for appropriateness and usefulness in their classes.

July 1, 2017:

Reardon will submit textbook satisfaction surveys for students to IRB for approval by this date.

August 1, 2017:

Brown, Doss, Howard, and Lewis will identify OER content to be used in their courses that satisfies the goals and objectives of those courses by this date.

October 1, 2017:

Brown, Doss, Howard, and Lewis will develop content for at least one interactive activity each by this date.
Reardon will begin developing a website to host OER resources.

November 1, 2017:

Reardon will develop the content from October 1 into interactive activities by this date.
Brown, Doss, Howard, and Lewis will adapt content and activities to online course and submit to Quality Matters by this date.
Brown, Doss, Howard, and Lewis will survey pre-implementation students with current textbooks for comparison with post-implementation student survey.

January 8, 2018:

Brown, Doss, Howard, and Lewis will deliver their transformed courses for spring 2018 semester.
Brown, Doss, Howard, and Lewis will survey students in first week of class for comparison with end of semester.

April 1, 2018:

Brown, Doss, Howard, and Lewis will survey students in implementation courses.

End of Spring 2018:

Reardon will post website with OER resources online by this date.
Reardon will publish materials to D2L resource page for composition instructors by this date.
Reardon and Brown will begin collection data, including satisfaction rate, pass/fail rate, withdraw rate, success rate, and completion rate.
Reardon will complete and submit final report.

Budget:

Overload pay for Reardon - $5,000
Overload pay for Brown - $5,000
Overload pay for Doss - $5,000
Overload pay for Howard - $5,000
Overload pay for Lewis - $5,000
Travel to conference to publicize project - $3,500
Travel for two team members to attend kick-off meeting - $800
Funds to purchase software, technology, etc. (if not used, will be applied to travel costs):

$700

Sustainability Plan:

ENGL 1101 and ENGL 1102 are required as general education requirements among all students at KSU. On average, KSU offers more than 225 sections of ENGL 1101 per year, and more than 275 sections of ENGL 1102 per year, and these courses always fill, and will be continue to be offered. Our project will affect a small number of those sections each year, but the goal is to use our sections as a pilot program for getting our OER solutions added to the list of recommended textbook options for composition courses at KSU, which would increase the use and impact tremendously.

As needed, we will alter and improve our transformed courses and materials, and we will continue to do so as long as we are assigned to teach these courses. We understand that the grant ends in spring 2018, but it is a part of our discipline as well as our teaching strategy to use an iterative process for evaluating our teaching materials and course designs and to revise them in order to improve student outcomes. For this reason, we will continue to evaluate and improve our teaching materials even after the grant ends.

References

"ALG By-the-Numbers – About / Affordable Learning Georgia." Affordable Learning Georgia. Web. 31 May. 2017. <http://www.affordablelearninggeorgia.org/about/numbers>

Perez-Hernandez, Danya. "Open Textbooks Could Help Students Financially and Academically." The Chronical of Higher Education. 28 Jan. 2014. Web. 31 Mar 2017. <http://www.chronicle.com/blogs/wiredcampus/open-textbooks-could-help-students-financially-and-academically-researchers-say/49839>.

Kennesaw State University
College of Humanities and Social Sciences
Department of English

April 7, 2017

To Whom It May Concern:

I write in support of the application for an Affordable Learning Georgia Textbook Transformation grant put forward by Patrice Brown, Tiffani Reardon, Laura Howard, Bridget Doss, and Amelia Lewis. Their proposal to create an open-source textbook for use by teachers and students in the first year writing program will provide an important innovation for our students and teachers in our ENGL 1101 and ENGL 1102 classes.

If funded, this grant will enable the above team to create an open-source textbook that can be drawn on by students and teachers in ENGL 1101: Composition I and ENGL 1102: Composition II. Most students in these courses are asked to purchase 2-3 textbooks: a rhetoric, a handbook, and (for some courses) readings. This online textbook will enable the students who take these courses to avoid costs that can range from $60-100 for the typical rhetorics and $76-98 for the typical handbooks, with a combined savings of $136-198.

Since the open source text will exist online, it will provide dynamic features not available in a traditional textbook. In addition, this online textbook will be sustainable indefinitely. Revisions to the text will not require a new edition (and a new expense for students) but rather revisions of the existing online text. ENGL 1101 and 1102 are required courses for all students at Kennesaw State University, and several thousand students from multiple disciplines take these courses each semester.

Should this grant be funded, it will be of tremendous benefit to our students economically and intellectually. The impact of this work cannot be overstated. The faculty submitting this grant have in-depth experience teaching ENGL 1101 and ENGL 1102 classes in multiple formats and an instructional designer with the most current knowledge of interactive software. This team has the ability and the experience to bring this project to fruition, and to do it well.

I support this application without reservation and hope that the committee will review her proposal favorably. Should you have any questions as you review their application, please do not hesitate to contact me.

Sincerely,

Sheila Smith-McKoy, PhD
Professor and Chair

English Building • Room 155 • MD 2701. • 440 Bartow Ave. • Kennesaw, GA 30144-5591

Phone: 470-578-6297 • Fax: 470-578-9057 • www.kennesaw.edu

Kennesaw State University
College of Humanities and Social Sciences
Department of English

28 March 2017

To Whom It May Concern:

I write this letter of support for five superb colleagues—Patrice Brown, Tiffani Reardon, Laura Howard, Bridget Doss, and Amelia Lewis—and their collective goal to bring substantive learning materials to Kennesaw State University students in our general education composition courses by developing free online educational resources.

These five colleagues have rich experiences and deep knowledges in digital, educational spaces. Tiffani Reardon, the Instructional Designer on the team, facilitates the award-winning "Build a Web Course" professional development workshop for faculty in the College of Humanities and Social Sciences (CHSS). Patrice Brown, a First Year Composition (FYC) program faculty member with specialties in ESL teaching, has been teaching in our program and online for several semesters. Dr. Amelia Lewis, a Lecturer of English with a focus in Rhetorical Studies, teaches on both campuses of our two-campus department and has strong experience working with STEM students. Dr. Laura Howard, trained in Rhetoric and Composition is the department's first Online Lecturer and teaches FYC classes and professional writing classes in the major in online, hybrid, and face-to-face (f2f) formats. Bridget Doss, the Assistant Director of Composition, pioneered online and hybrid teaching at Kennesaw State University and served as the Online Coordinator for the department and CHSS; she maintains and facilitates the FYC program website and "best practices" online, teaching archive. The diversity of talents and experience here is only the first reason this team is an excellent recipient for this grant.

The second reason is the number of students and faculty these resources could serve. This spring alone, our department offers 185 sections of English 1102: Composition II for nearly 5,000 general education students. We regularly offer 750 classes of general education in a year, serving thousands of students. We have, on average, 110 faculty—from Teaching Assistants and Part-time faculty to Lecturers and Tenure/Tenure-Track faculty—who teach in our FYC program. These students and faculty are potential beneficiaries of the online educational resources (OER) Brown, Lewis, Doss, Howard, and Reardon's team could provide. In addition, the FYC program, which administers English 1101: Composition one as well as 1102, is involved in program-wide, formal assessment. Our agenda includes faculty workshops, the development of digital resources, and participation in a thoughtful assessment process. If these OER were available to facilitate our university-mandated assessments, we would be able to implement this process more substantively.

A third reason for this team to receive this grant is the commitment to online and hybrid teaching in this department and program and by this faculty. Our teachers conduct class in multiple formats, so we are constantly in need of support and resources. Effective learning materials with which students would actually engage are always a high priority. Some teachers spend scores of hours building their textbooks individually from online materials; others assign print copies and hope they get read. The OER option this team proposes allows teachers an interactive, engaging resource and addresses the shared learning outcomes of teachers in the program. In addition, it allows teachers the flexibility to draw on this OER in ways that fit each instructor's class and each students' writing and research interests. And, each member of this team has demonstrated individual, pedagogical commitments to teaching in digital environments.

This project is conducted by stellar, experienced faculty and has the potential to impact thousands of students in our program. I completely support this grant application.

Sincerely,

Dr. Rochelle L. Harris

Dr. Rochelle L. Harris
Interim Director of Composition

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Phone: 470-578-6297 • Fax: 470-578-9057 • www.kennesaw.edu

Kennesaw State University
College of Humanities and Social Sciences
Office of Distance Education

April 7, 2017

Dear Members of the Grant Selection Committee:

It is my great pleasure to write a letter of support for KSU's ALG Composition Project. Every student at KSU has to take at least one course in English composition. That's over 30,000 English composition textbooks in use every four years. For the faculty involved in this project, the average price of books for ENGL 1101 is $167.95 and for ENGL 1102 is $104.40. With this project, the projected total annual savings to students will be $82,360.20.

As an English professor, I know that English 1101 and 1102 textbooks really aren't that valuable, and in fact, a fresher and more current and relevant course can be created using free, no cost, materials including online textbooks already available, library materials, and online reference pages.

KSU's ALG Composition Project is poised to do just that. I also know that while everyone teaches composition differently, the courses have the same basic components. By involving four seasoned composition faculty to collect, remix, and in some cases create a wide variety of course materials, assignments, rubrics, and support materials, this project will produce materials that are ready to be used in composition sections here at KSU and anywhere. All resources will be organized for ease of use and made accessible and available under a Creative Commons license hosted on a website as well as in the D2L courses. The launch of the courses is also going to serve as a pilot that, if successful, will lead to the team proposing to have the OER solution to composition courses added to the official list of recommended textbooks for those courses thereby expanding the project across all composition courses at KSU.

As you can see, I strongly support this project and believe that it will benefit faculty and students at KSU and beyond.

Sincerely,

Tamara Powell

Dr. Tamara Powell, Director, College of Humanities and Social Sciences Office of Distance Education and Professor of English

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Phone: 770-423-6124 • Fax: 770-423-6705 • www.kennesaw.edu

Affordable Learning Georgia Textbook Transformation Grants

Round Nine

For Implementations beginning Summer Semester 2017

Running Through Spring Semester 2018

Proposal Form and Narrative

Submitter Name	**Tiffani Reardon**
Submitter Title	**Instructional Designer**
Submitter Email	**treardo2@kennesaw.edu**
Submitter Phone Number	**470-578-7923**
Submitter Campus Role	**Proposal Investigator**
Applicant Name	**Tiffani Reardon**
Applicant Email	**treardo2@kennesaw.edu**
Applicant Phone Number	**470-578-7923**
Primary Appointment Title	**Instructional Designer**
Institution Name(s)	**Kennesaw State University**

Team Members	**Tiffani Reardon, Instructional Designer, College of Humanities and Social Sciences, treardo2@kennesaw.edu** **Patrice Brown, Limited Term Instructor of English, Department of English, pbrown59@kennesaw.edu** **Amelia Lewis, Lecturer of English, Department of English, alewi171@kennesaw.edu** **Bridget Doss, Interim Assistant Director of Composition and Senior Lecturer of English, Department of English, bdoss@kennesaw.edu** **Laura Howard, Lecturer of English, Department of English, lhowar40@kennesaw.edu**
Sponsor, Title, Department, Institution	**Sheila Smith McCoy, Chair of the Department of English and Professor of English, Department of English** **Rochelle Harris, Interim Director of Composition and Senior Lecturer of English, Department of English** **Tamara Powell, Director of Distance Education and Professor of English, College of Humanities and Social Sciences Office of Distance Education and Department of English**
Proposal Title	**Transforming Composition Courses for a More Affordable Learning Experience**
Course Names, Course Numbers and Semesters Offered	**Composition I – ENGL 1101** • **Bridget Doss – Fall and Spring, 5 sections a year** • **Patrice Brown – Fall and Spring, 3 sections a year** • **Amelia Lewis – Fall, 4 sections a year** • **Laura Howard – Fall and Spring, 3 sections a year** **Composition I – ENGL 1101 (ESL)** • **Patrice Brown – Fall and Spring 2 sections a year** **Composition II – ENGL 1102** • **Amelia Lewis – Spring and Summer, 5 sections a year**

	• **Laura Howard – Fall and Spring, 4 sections a year**				
Final Semester of Instruction	**Spring 2018**				
Average Number of Students Per Course Section	**26**	**Number of Course Sections Affected by Implementation in Academic Year**	**26**	**Total Number of Students Affected by Implementation in Academic Year**	**676**
Award Category (pick one)	☐ No-or-Low-Cost-to-Students Learning Materials ☐ OpenStax Textbooks ☐ Interactive Course-Authoring Tools and Software ☒ Specific Top 100 Undergraduate Courses				
List the original course materials for students (including title, whether optional or required, & cost for each item)	**Patrice Brown – ENGL 1101:** • ***Good Reasons with Contemporary Arguments* - $109.90** • ***A Writer's Reference with Writer's Help* - $76.25** **Patrice Brown – ENGL 1101 (ESL):** • ***Good Reasons Researching and Writing Effective Arguments* - $78.40** • ***Emerging Writers* - $14.40** • ***A Writer's Reference with Writer's Help* - $76.25** **Bridget Doss – ENGL 1101:** • ***The Purposeful Argument* with MindTap® - $70.31** **Amelia Lewis – ENGL 1101:** • ***Everything is an Argument* - $54.40** • ***Emerging Writers* - $14.40** • ***A Writer's Reference* - $76.25 (optional)**				

	Laura Howard – ENGL 1101: • ***Everything's an Argument*** **- $76.25** • ***Writer's Help*** **- $25 (optional)** **Amelia Lewis – ENGL 1102:** • ***From Inquiry to Academic Writing*** **- $41.90** • ***A Writer's Reference*** **- $76.25** **Laura Howard – ENGL 1102:** • **Everything's an Argument - $76.25** • **Emerging Writers - $14.40**
Requested Amount of Funding	**$30,000**
Original Per Student Cost	**Patrice Brown – ENGL 1101: $186.15** **Patrice Brown – ENGL 1101 (ESL): $169.05** **Bridget Doss – ENGL 1101: $70.31** **Amelia Lewis – ENGL 1101: $145.05** **Laura Howard – ENGL 1101: $101.25** **Amelia Lewis – ENGL 1102: $118.15** **Laura Howard – ENGL 1102: $90.65**
Post-Proposal Projected Per Student Cost	**Patrice Brown – ENGL 1101: $14.40** **Patrice Brown – ENGL 1101 (ESL): $14.40** **Bridget Doss – ENGL 1101: $14.40** **Amelia Lewis – ENGL 1101: $14.40** **Laura Howard – ENGL 1101: $0** **Amelia Lewis – ENGL 1102: $0** **Laura Howard – ENGL 1102: $14.40**
Projected Per Student Savings	**Patrice Brown – ENGL 1101: $171.75** **Patrice Brown – ENGL 1101 (ESL): $153.65** **Bridget Doss – ENGL 1101: $55.91** **Amelia Lewis – ENGL 1101: $130.65** **Laura Howard – ENGL 1101: $101.25** **Amelia Lewis – ENGL 1102: $118.15** **Laura Howard – ENGL 1102: $76.25**
Projected Total Annual Student	**Patrice Brown – ENGL 1101: $22,327.50** **Patrice Brown – ENGL 1101 (ESL): $7,989.80** **Bridget Doss – ENGL 1101: $7,263.30**

Savings	**Amelia Lewis – ENGL 1101: $13,587.60** **Laura Howard – ENGL 1101: $7,897.50** **Amelia Lewis – ENGL 1102: $15,359.50** **Laura Howard – ENGL 1102: $7,930** **Total Projected Annual Student Savings: $82,360.20**
Creation and Hosting Platforms Used	**For KSU courses, we will host materials in Desire2Learn; however, we will also host the materials on the college distance education office server, which is open and available to all. We will build a website for it using Adobe Dreamweaver.**

NARRATIVE

1.1 PROJECT GOALS

The proposed project involves transforming the two general education composition courses that are required for all students at KSU by adopting open educational resources (OER) to replace the expensive textbooks currently required.

In order to achieve this overarching goal, we intend to accomplish the following objectives:

- **Evaluate various OER for composition courses according to departmental and institutional standards**
- **Select appropriate OER for each of the courses to help students meet course and module goals in accordance with Quality Matters standards**
- **Adopt those OER and transform the courses to incorporate them**
- **Develop and incorporate engaging self-assessment activities and games that complement the OER and general composition courses at KSU and other institutions**
- **Gather all resources adopted and created into a website for sharing with other KSU faculty and faculty outside of KSU**
- **Propose the addition of our OER solutions to composition courses to the official recommended texts for KSU composition courses**
- **Encourage faculty at KSU and other institutions to adopt our solution in face-to-face, hybrid, and online courses**

As a result of this project, we believe we can increase the student retention, progression, and graduation rates.

1.2 STATEMENT OF TRANSFORMATION

This project will transform the English Department's ENGL 1101: Composition I and ENGL 1102: Composition II courses by replacing the current expensive textbooks with open educational resources, modifying when necessary as allowed by copyright. These resources may include, but are not limited to the following:

- **Purdue OWL website (https://owl.english.purdue.edu/owl/)**
- **GALILEO readings**
- ***Rhetoric and Composition* WikiBook (https://en.wikibooks.org/wiki/Rhetoric_and_Composition)**
- ***Emerging Writers* ($14.40 at the KSU Bookstore)**
- **Other selected readings available online**

The project will also involve creating universally useful interactive and engaging activities and guest lecture videos that complement the course goals of ENGL 1101 and ENGL 1102. The topics of these activities may include, but are not limited to the following:

- **MLA documentation**
- **Logical fallacies**
- **Online and library research**
- **Rhetorical analysis**

Primary stakeholders affected by this project are students and faculty. Secondary stakeholders are all departments and colleges at KSU, because all students are required to take composition courses.

Students all over the university will benefit in different ways. First, by choosing materials that are free and online, students will be more likely to obtain and use them. Second, research shows that reducing the student debt load increases satisfaction and retention, so by using free online materials, students will be more satisfied with the courses and stay enrolled.

According to Affordable Learning Georgia, over the past ten years, textbook prices have increased by 82%, and prices continue to increase by 6% each year. ALG also notes that the average annual cost of course materials per student is $1,298, and the average cost of 1 year of in-state attendance (tuition, fees, and housing) at a 4-year public college is $24,061. Accordingly, about 30% of students do not purchase the required textbook for a course, and 34% of students download textbooks from unauthorized sites (Affordable). In a study done in 2013, 48% of students said that the cost of textbooks influenced their decisions on which and how many classes to take (Perez-Hernandez).

Faculty will also benefit from having access to high quality, peer-evaluated and peer-created teaching materials and resources that can be integrated easily into the LMS. Because the works will be licensed under Creative Commons licenses, those that currently allow for modification will also be allowed under our license. Therefore, instructors who use these resources may modify as they see fit for use in their own classes. This means that faculty will not only gain freedom from the infinite loop of textbook revision cycles, but also power to change their content and materials as necessary.

The resources that our team creates will be designed according to research-based best practices. Every member of the team has been trained in Quality Matters (QM) standards. In fact, because KSU requires that QM standards be met in every online course throughout the university, these materials will be designed with these standards in mind. Faculty that adopt our resources for their composition courses will enjoy the benefit of a running start in meeting QM standards.

ENGL 1101 and ENGL 1102 are required as general education requirements among all students at KSU. On average, KSU offers more than 225 sections of ENGL 1101 per year, and more than 275 sections of ENGL 1102 per year, and these courses always fill, and will be continue to be offered. Our project will affect a small number of these sections each year, but the goal is to use our sections as a pilot program for adding our OER solutions to the list of recommended textbook options for composition courses at KSU, which would increase the use and impact tremendously.

1.3 TRANSFORMATION ACTION PLAN

Kickoff Training

At least two members of the development team will attend the required kick-off training/implementation meeting on June 5, 2017.

Status Reports/Final Report

The team will submit one status report as required by ALG at the end of summer 2017 semester, fall 2017 semester, and spring 2018 semester (final).

Content Selection

Each member of the development team will adopt and/or adapt OER and/or materials available through Galileo to replace textbooks currently used in Composition I (ENGL 1101) and/or Composition II (ENGL 1102) online, hybrid, and face-to-face courses. Major tasks to complete in this phase include selecting material to adopt/adapt, identifying new materials that need to be created, and inviting SMEs to create guest lectures.

Content Creation

Each faculty member will develop the content for at least one new interactive activity useful to composition instructors throughout KSU's English department and elsewhere (e.g. interactive activities related to MLA documentation, identifying logical fallacies, conducting online library research, recognizing rhetorical strategies/tactics, etc.). The instructional designer will then turn this content into interactive activities to incorporate into online, hybrid, and face-to-face composition courses. Interactive activities may include creation of video recordings of guest lecturers.

Implementation

All team members will teach the transformed ENGL 1101 and/or ENGL 1102 online, hybrid, and/or face-to-face courses during spring semester 2018. At the beginning of this semester, team members will provide each student with a syllabus that lists required course materials (costing no more than $35). As the course progresses, team members will make required OER, interactive activities, and video recordings of guest lecturers easily available to all students.

Publication

We will put all course materials into accessible formats and publish to the web. The Office of Distance Education will host our online

materials, which is part of the KSU College of Humanities and Social Sciences. In addition, we will publish to a D2L section that serves as a resource site for composition faculty.

Evaluation

We will survey all students enrolled in our transformed courses three times during the spring semester 2018. Our surveys will ask students to evaluate their learning materials for the following:

a. **cost effectiveness**

b. **ease of use**

c. **educational value**

d. **engagement**

e. **skill development**

f. **clarity**

g. **currency**

We will compile a final report for ALG including impact on student success and experience.

Information Sharing

The development team will be available to share our experiences adopting, adapting, and creating open, free, and affordable learning materials with ALG and the KSU English department.

Revisions and Updates

As needed, we will alter and improve our transformed courses, and we will continue to do so as long as we are assigned to teach these courses. We understand that the grant ends in spring 2018, but it is a part of our discipline as well as our teaching strategy to use an iterative process for evaluating our teaching materials and course designs and to revise them in order to improve student outcomes. For this reason, we will continue to evaluate and improve our teaching materials even after the grant ends.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

The transformation process can be evaluated according to several metrics:

- **Student textbook/material use rates – the textbooks used in Brown, Doss, Howard, and Lewis's classes range from $50 to $186.15; we suspect that a significant number of students would attempt to get by without purchasing the books. We will survey students and determine how many students used the free, online textbook versus to the number who would have purchased the traditional textbooks.**
- **Student success and retention rates – Given the research data that supports the role of OER improving student retention and success, we suspect that we will see an increase in student success and retention in the course with OER. The faculty will keep a record of average grades and drop/fail/withdrawal rates in their fall 2017 courses for baselines to compare to data from the spring 2018 offerings that will use the OER.**
- **Student satisfaction – the team will seek IRB approval to survey students regarding elements of student satisfaction with the current textbooks and the OER (in their respective semesters), with regards to ease of use, accessibility, and helpfulness with regard to achieving learning objectives. The survey will also seek qualitative student feedback and suggestions for improvement.**

1.5 TIMELINE

June 5, 2017

Two team members will attend the kick-off meeting in Macon.

Reardon will start developing textbook satisfaction surveys for students.

Brown, Doss, Howard, and Lewis will start evaluating OER for appropriateness and usefulness in their classes.

July 1, 2017

Reardon will submit textbook satisfaction surveys for students to IRB for approval by this date.

August 1, 2017

Brown, Doss, Howard, and Lewis will identify OER content to be used in their courses that satisfies the goals and objectives of those courses by this date.

October 1, 2017

Brown, Doss, Howard, and Lewis will develop content for at least one interactive activity each by this date.

Reardon will begin developing a website to host OER resources.

November 1, 2017

Reardon will develop the content from October 1 into interactive activities by this date.

Brown, Doss, Howard, and Lewis will adapt content and activities to online course and submit to Quality Matters by this date.

Brown, Doss, Howard, and Lewis will survey pre-implementation students with current textbooks for comparison with post-implementation student survey.

January 8, 2018

Brown, Doss, Howard, and Lewis will deliver their transformed courses for spring 2018 semester.

Brown, Doss, Howard, and Lewis will survey students in first week of class for comparison with end of semester.

April 1, 2018

Brown, Doss, Howard, and Lewis will survey students in implementation courses.

May 14, 2018

Reardon will post website with OER resources online by this date.

Reardon will publish materials to D2L resource page for composition instructors by this date.

Reardon and Brown will begin collection data, including satisfaction rate, pass/fail rate, withdraw rate, success rate, and completion rate.

Reardon will begin drafting final report.

June 1, 2018

Reardon, Brown, Doss, Howard, and Lewis will work on final report.

July 6, 2018

Reardon will submit final report.

1.6 BUDGET

Overload pay for Reardon - $5,000

Overload pay for Brown - $5,000

Overload pay for Doss - $5,000

Overload pay for Howard - $5,000

Overload pay for Lewis - $5,000

Travel to conference to publicize project - $3,500

Travel for two team members to attend kick-off meeting - $800

Funds to purchase software, technology, etc. (if not used, will be applied to travel costs): $700

1.7 SUSTAINABILITY PLAN

ENGL 1101 and ENGL 1102 are required as general education requirements among all students at KSU. On average, KSU offers more than 225 sections of ENGL 1101 per year, and more than 275 sections of ENGL 1102 per year, and these courses always fill, and will be continue to be offered. Our project will affect a small number of those sections each year, but the goal is to use our sections as a pilot program for getting our OER solutions added to the list of recommended textbook options for composition courses at KSU, which would increase the use and impact tremendously.

As needed, we will alter and improve our transformed courses and materials, and we will continue to do so as long as we are assigned to teach these courses. We understand that the grant ends in spring 2018, but it is a part of our discipline as well as our teaching strategy to use an iterative process for evaluating our teaching materials and course designs and to revise them in order to improve student outcomes. For this reason, we will continue to evaluate and improve our teaching materials even after the grant ends.

1.8 REFERENCES & ATTACHMENTS

“ALG By-the-Numbers – About / Affordable Learning Georgia.” Affordable Learning Georgia. Web. 31 May. 2017. <http://www.affordablelearninggeorgia.org/about/numbers>

Perez-Hernandez, Danya. “Open Textbooks Could Help Students Financially and Academically.” The Chronical of Higher Education. 28 Jan. 2014. Web. 31 Mar 2017. <http://www.chronicle.com/blogs/wiredcampus/open-textbooks-could-help-students-financially-and-academically-researchers-say/49839>.

Recommendation letters attached with “References_Letters.PDF” file.

Syllabus

All syllabi and materials are linked at http://ode.hss.kennesaw.edu/elearning/open_comp

Open Comp-Owl-Sition

Open Comp-Owl-Sition is a compilation of open educational resources used in Composition I and Composition II courses taught by four faculty at Kennesaw State University. This project is the product of an Affordable Learning Georgia Textbook Transformation Grant.

ENGL 1101

Patrice Brown

My English 1101 students range from dual-enrolled high school students, to veterans, to mid-life career-changers, to typical college freshmen living on-campus (or not). Their majors are as diverse as they are. Students such as these thrive when they are given choices.

English 1101 is designed to respect their interests and develop their writing skills through relaxed interactive classroom projects and steady exposure to readings on a wide-range of topics. Students learn to recognize rhetorical situations and identify the strategies writers use to accomplish their purposes. Quite naturally, critical reading leads to writing – a recursive process of invention, planning, drafting, documenting, and revising.

By the end of the semester, students will have written and revised a professional email, a cover letter, an application essay, several short reading-response essays, an argumentative essay, and a rhetorical analysis of a TedTalk – most on topics of their own choosing.

Course Materials

Syllabus

Bridget Doss

Composition I focuses on skills required for effective writing in a variety of contexts with emphasis on exposition (process), analysis, and argumentation. Composition I also includes introductory use of a variety of research skills. The theme of this Composition I course centers around Society and Technology and how technology empacts they way we communicate, interact, and think.

Course Materials

Syllabus

Laura Howard

ENGL 1101 online examines analyzing and writing arguments for undergraduates. The course also addresses introductory research skills, especially evaluating source material. Students practice narrative, analytical, and research writing skills, and they also compose a presentation using multimodal composition skills. My course design emphasizes a mixture of academic and popular learning resources to engage students through readings, interactive tutorials, and samples. The goal of this course is to prepare learners for ENGL 1102 (which emphasizes research and research writing) and to prepare them for writing across the curriculum.

Course Materials

ENGL 1101 for ESL Students

Patrice Brown

My ESL English 1101 students tend to be curious, international travelers highly motivated to learn about America and make friends with peers from all over the world. They also tend to be a bit shy because of their developing English language skills. English 1101 is designed to feed their curiosity and develop their confidence through relaxed, interactive classroom projects and steady exposure to diverse articles, speeches, essays, TED-talks, blogs, websites, advertisements, and, even bumper stickers. As the semester progresses, their analyses of these readings deepen as they are asked to identify different rhetorical situations and recognize writers' strategies for addressing these situations. Quite naturally, critical reading leads to writing – a recursive process of invention, planning, drafting, documenting, revising, and revising again – and again. By the end of the semester, my ESL students are surprised and delighted by the substance and fluency of the essay responses, arguments, and rhetorical analyses they have authored in their second language.

Course Materials

Syllabus

ENGL 1102

Amelia Lewis

In this class, students will explore the general theme of social sustainability with a focus on current events and an interconnected world. The students will explore contemporary discussions over this subject matter including its relation to globalization and cultural contact zones. This theme helps guide our greater course objectives of learning effective writing, critical thinking, and research.

Course Materials

Links to Open Comp-Owl-Sition Activities

Project Manager and Instructional Designer: Tiffani Reardon

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

General Information

Date: May 26, 2018

Grant Round: 9

Grant Number: 315

Institution Name(s): Kennesaw State University

Project Lead: Tiffani Reardon

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Tiffani Reardon, Instructional Designer, College of Humanities and Social Sciences Office of Distance Education, treardo2@kennesaw.edu

Patrice Brown, Limited Term Instructor of English, Department of English, pbrown59@kennesaw.edu

Bridget Doss, Assistant Director of Composition and Senior Lecturer of English, Department of English, bdoss@kennesaw.edu

Amelia Lewis, Lecturer of English, Department of English, alewi171@kennesaw.edu

Laura Howard, Lecturer of English, Department of English, lhowar40@kennesaw.edu

Course Name(s) and Course Numbers:

ENGL 1101: Composition I

ENGL 1101 (ESL): Composition I for ESL Students

ENGL 1102: Composition II

Semester Project Began: Summer 2017

Final Semester of Implementation: Spring 2018

Total Number of Students Affected During Project: 462 estimated annually

1. Narrative

Narrative from Patrice Brown

Transformative impacts on instruction

As a group, my students were obviously pleased to avoid paying for expensive textbooks. I heard more appreciation for dollars saved than I heard complaints about accessing individual readings. I also received positive comments about the instructional materials. The materials I chose were energetic, innovative, current, and relevant to an audience of freshmen college students. The biggest challenge was organizing the links to the reading assignments, so the students could find and open them. The second biggest challenge was the amount of time it took for me to collect excellent instructional materials and readings. I can also see that some of the reading materials will become outdated within a year. This means the sources I use will be in constant flux – a positive that keeps lessons fresh but a negative that keeps the instructor forever adapting and amending.

Transformative impacts on students and their performance

Classroom discussions were more animated because the students were more interested in the materials they were assigned to read. Many students really enjoyed the interactive activities designed to teach specific skills (avoid plagiarism, recognizing logical fallacies, etc.). However, the more serious the students the more likely they were to dismiss the interactive games as time wasters.

Lessons learned

Next time I teach these courses, I will organize the assigned readings so students may access them more easily. Also, this semester, I required the students to purchase Emerging Writers, a short collection of student writings. In the future, I will not require this text for my non-ESL students. However, I will continue to require it for my ESL students. Also, in the future, I will find an OER designed to give both non-ESL and ESL students regular grammar practice.

Narrative from Amelia Lewis

Transformative impacts on instruction

Overall, my students seemed pleased with not having to buy expensive textbooks. This is particularly true for online courses where students seem to gravitate toward using electronic texts as opposed to traditional textbooks. The students also seemed to react better to the OER resources that were shorter and more focused on interaction than just reading traditional textbook chapters. Overall, I enjoyed the freedom to choose different sources and the flexibility to choose from many different types of lessons rather than being locked into what one textbook does. Sometimes, textbooks can have an excellent rhetorical analysis section, but maybe, for example, a research section that does not work as well. Here, I can pick and choose the best and most effective sources. The main challenge that I faced was just choosing materials because there are a lot of materials to sift through and a lot of options. An instructor can spend a long time looking through every single possible OER resource for a particular lesson.

However, I did enjoy the flexibility that this gave me for choosing effective sources for how I want to teach a course.

Transformative impacts on students and their performance

Students reacted well to the OER resources that I chose for them. I tended to focus on shorter sources that focused on active learning as opposed to more traditional textbook readings. The biggest success story I saw was my thesis statement mini-unit. I always have a collaborative group work activity and then a short lecture for this mini-unit. However, this time, instead of a traditional textbook chapter, I used an OER resource that gave a page or two of explaining what a thesis statement is and then focused on strategies. Student thesis statements were markedly better on the next paper. I believe students really react positively to shorter readings that have interactive or practical/strategical elements to them. There were more students who seemed to not only do the readings, but also incorporate the knowledge gained into their classwork.

Lessons learned

Overall, students reacted very positively to shorter readings with the addition of more strategies or practical advice given within those lessons. I was concerned that students would not like having only electronic texts some of which were literally websites, but this was not an issue at all for them. In fact, I think they actually reacted positively to having something they could more easily access on their phones or tablets. Students now are very comfortable navigating websites, so this is not the barrier that I thought it would be. In fact, in what I would do differently in the future, I did use a more traditional OER resource for my sources and research mini-unit and there was not an improvement or even a slight dip in quality. I believe the problem here may be that, again, I assigned an OER resource that is basically very similar to a traditional textbook chapter. Next time, I would want to find a similar interactive and strategy focused OER resource like I did with thesis statements and had a lot of success.

Narrative from Bridget Doss

Transformative impacts on instruction

Because I was teaching this course completely online, I was very concerned going into this project that I would be able to create cohesiveness in content with the various OERs I used. I believe I was able to do this by creating my own video content for each week's instruction and by creating a "Weekly Walk-Through" where I explained the connection between each resource and why we were reading each one for that week. Ultimately, I really enjoyed the freedom of open-educational resources in crafting the flow and focus of my online Composition I course. The challenge, however, is finding just the right sources that speak to the content that you, as the instructor, want to convey. And often these sources might contain irrelevant information that might confuse the student. In other words, these sources might be too broad and not focused enough as they are organized online. For instance, I was concerned about students knowing which part of each outlined area of content to read even though I was explicit in my directions.

Transformative impacts on students

As a whole, I was very happy with the output of the students. Since I didn't have them in class, I couldn't gage on a weekly basis, face-to-face, how they were doing interacting with the content. I could only go by email and text messages. I did not receive communication from students that indicated that they

couldn’t find materials, etc., so I have to assume that it was easy for them to navigate and understand. The OERs along with the addition of requiring an “revision plan” after peer feedback with ELI Review contributed greatly to the success of my students meeting the goals and objectives of the course.

Lessons learned

I will need to cut back on the amount of readings from the beginning of the course. I potentially overloaded the students with too many readings. I believe I did this out of a fear that they would not have enough cohesive content; however, I believe this was overwhelming to the students. I will seek just a few relevant sources for each week as not to bombard the students with too much content. I also would like to incorporate more low-stakes self-assessment of content besides just quizzes for the content that I do assign. By doing this, I think I could have fewer links to sources and just assess knowledge of a select few sources.

2. Quotes

“…The sources that we had to read were very interesting because they weren't the typical things that you would see in a textbook. I really enjoyed how we got to write a paper on a movie we watched. Overall, I really enjoyed the class and I don't think that there could be any improvements because it was very helpful and interesting.” (from ENGL 1102 Lewis)

“I loved how I didn't have to pay for anything. My only problem was that sometimes finding the material was hard because it so many different places to look at.” (from ENGL 1101 Brown)

“You have way too much stuff to read for a couple days. The first couple of weeks you were just bombarding us with work as if we don’t have other classes.” (from ENGL 1101 Doss—note: this is the only quote from this survey with only one respondent)

3. Quantitative and Qualitative Measures

3a. Uniform Measurements Questions

Student Opinion of Materials

All

Positive: Positive opinions of materials over previous semester(s)

Student Learning Outcomes and Grades

Patrice Brown

Neutral: Same performance outcomes over previous semester(s)

Amelia Lewis

Neutral: Same performance outcomes over previous semester(s)

Bridget Doss

Neutral: Same performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Patrice Brown

11% DFW out of 35 students. Neutral: Same percentage of students with DFW than previous semester(s)

Amelia Lewis

12% DFW out of 52 students. Positive: Lower percentage of students with DFW than previous semester(s)

Bridget Doss

35% DFW. Neutral: This is the same percentage of students with D/F/W than previous semester(s).

3b. Measures Narrative

Survey data from before and after project implementation is attached. Overall, responses were low in all courses except Patrice Brown's, which was expected, since hers is the only face-to-face course (she asked them to fill it out in class). Based on those, responses were overall positive from pre to post implementation.

4. Sustainability Plan

Materials will continue to be linked and hosted on our college server and will be updated as needed each semester. The instructors involved in the project will continue to offer these courses and teach with the OER compiled during the project.

5. Future Plans

Patrice Brown

The number and variety of OER available is extensive. At the same, the quality of the materials varies wildly. Developing a quality reading list is a lot like panning for gold – time consuming, tedious, and only occasionally rewarding.

Amelia Lewis

I will continue to pursue using OER resources. It was enlightening to see what students reacted to and how easily they transitioned into using electronic texts. The positives are worth it for me including saving costs for students, but also finding flexible sources that you can more easily mold to your teaching style. Students also seem to react very positively to well-crafted electronic sources that focus on active learning. I will continue to pursue utilizing these resources in future classes.

Bridget Doss

I was very apprehensive coming on board this grant initiative; however, I was pleasantly surprised with how the use of OERs allowed for so much pedagogical freedom. Therefore, I will continue to pursue OERs both for entire courses and/or supplemental resources. What I have discovered through putting together these OERs for this course is that there needs to be an open-educational resource more focused on how the First-Year Composition Program at Kennesaw State University teaches Composition I and II. Perhaps in the future, a group of us could publish an OER that cogently and effectively brings together the goals and objectives for our program. Since we have thousands of students come through our First-Year Composition Program, this initiative could potentially positively impact a large percentage of students.

Tiffani Reardon

I have been doing some research on the ALG grant projects done at KSU and their results, and this project will be included in that. Thus far, I have presented at the international Open Education Global conference and published a paper in their annual conference proceedings on the work done at KSU with ALG, and I will continue to present and publish on it as well. The team has also discussed the possibility of revisiting the project at a later date after more data has been gathered to publish on this particular project with a composition audience.

6. Description of Photograph

Patrice Brown, Bridget Doss, Amelia Lewis, and Laura Howard attended an online learning conference in New York for professional development during this project. This photo features Amelia Lewis, Laura Howard, and Bridget Doss at that conference. We were unable to get a photo of the whole team in time for the report.